

Limestone/Central Elementary

727 Pacolet Highway
Gaffney, South Carolina 29340

Grades	PK-5 Elementary School	
Enrollment	428 Students	
Principal	Sharon Jefferies	864-487-1249
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mrs. Sandra B. Greene	864-902-3542

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	33	52	2	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes
2006	Average	Unsatisfactory	No

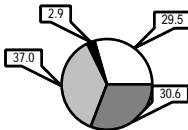
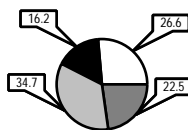
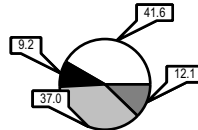
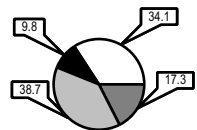
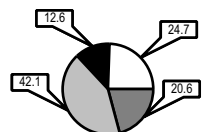
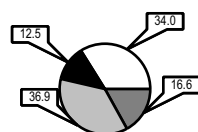
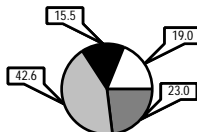
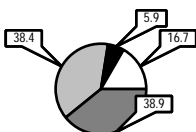
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	190	100.0	28.7	38.2	30.3	2.8	47.2	Yes	Yes
Gender									
Male	97	100.0	38.2	33.7	27.0	1.1	42.7	N/A	N/A
Female	93	100.0	19.1	42.7	33.7	4.5	51.7	N/A	N/A
Racial/Ethnic Group									
White	97	100.0	11.8	44.1	38.7	5.4	61.3	Yes	Yes
African American	87	100.0	48.8	31.3	20.0	0.0	28.8	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	170	100.0	25.9	38.6	32.3	3.2	51.3	N/A	N/A
Disabled	20	100.0	50.0	35.0	15.0	0.0	15.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	190	100.0	28.7	38.2	30.3	2.8	47.2	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	185	100.0	28.7	38.5	29.9	2.9	46.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	124	100.0	44.2	36.3	18.6	0.9	30.1	No	Yes
Full-pay meals	66	100.0	1.5	41.5	50.8	6.2	76.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	190	100.0	27.0	34.8	22.5	15.7	48.3	Yes	Yes
Gender									
Male	97	100.0	30.3	29.2	22.5	18.0	49.4	N/A	N/A
Female	93	100.0	23.6	40.4	22.5	13.5	47.2	N/A	N/A
Racial/Ethnic Group									
White	97	100.0	16.1	34.4	26.9	22.6	61.3	Yes	Yes
African American	87	100.0	40.0	35.0	17.5	7.5	32.5	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	170	100.0	23.4	34.8	24.1	17.7	52.5	N/A	N/A
Disabled	20	100.0	55.0	35.0	10.0	0.0	15.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	190	100.0	27.0	34.8	22.5	15.7	48.3	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	185	100.0	27.0	34.5	23.0	15.5	48.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	124	100.0	37.2	37.2	16.8	8.8	34.5	Yes	Yes
Full-pay meals	66	100.0	9.2	30.8	32.3	27.7	72.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	190	100.0	42.7	36.0	12.4	9.0	21.3
Gender							
Male	97	100.0	48.3	25.8	12.4	13.5	25.8
Female	93	100.0	37.1	46.1	12.4	4.5	16.9
Racial/Ethnic Group							
White	97	100.0	28.0	38.7	16.1	17.2	33.3
African American	87	100.0	60.0	31.3	8.8	0.0	8.8
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	170	100.0	38.0	39.2	12.7	10.1	22.8
Disabled	20	100.0	80.0	10.0	10.0	0.0	10.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	190	100.0	42.7	36.0	12.4	9.0	21.3
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	185	100.0	42.5	35.6	12.6	9.2	21.8
Socio-Economic Status							
Subsidized meals	124	100.0	57.5	30.1	7.1	5.3	12.4
Full-pay meals	66	100.0	16.9	46.2	21.5	15.4	36.9

Social Studies							
All Students	190	100.0	35.4	37.6	16.9	10.1	27.0
Gender							
Male	97	100.0	38.2	28.1	20.2	13.5	33.7
Female	93	100.0	32.6	47.2	13.5	6.7	20.2
Racial/Ethnic Group							
White	97	100.0	25.8	36.6	21.5	16.1	37.6
African American	87	100.0	47.5	37.5	11.3	3.8	15.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	170	100.0	31.0	39.9	18.4	10.8	29.1
Disabled	20	100.0	70.0	20.0	5.0	5.0	10.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	190	100.0	35.4	37.6	16.9	10.1	27.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	185	100.0	35.6	36.8	17.2	10.3	27.6
Socio-Economic Status							
Subsidized meals	124	100.0	46.0	38.1	11.5	4.4	15.9
Full-pay meals	66	100.0	16.9	36.9	26.2	20.0	46.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	62	100.0	23.2	23.2	42.9	10.7	53.6
	4	62	100.0	27.9	45.9	26.2	0.0	26.2
	5	74	100.0	22.7	53.0	24.2	0.0	24.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	57	100.0	26.4	37.7	34.0	1.9	35.8
	4	76	100.0	35.2	32.4	28.2	4.2	32.4
	5	57	100.0	22.2	46.3	29.6	1.9	31.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	62	100.0	14.3	41.1	21.4	23.2	44.6
	4	62	100.0	29.5	34.4	24.6	11.5	36.1
	5	74	100.0	21.2	40.9	16.7	21.2	37.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	57	100.0	28.3	34.0	24.5	13.2	37.7
	4	76	100.0	31.0	29.6	21.1	18.3	39.4
	5	57	100.0	20.4	42.6	22.2	14.8	37.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	62	100.0	30.4	51.8	12.5	5.4	17.9
	4	62	100.0	41.0	36.1	13.1	9.8	23.0
	5	74	100.0	37.9	36.4	7.6	18.2	25.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	57	100.0	34.0	41.5	18.9	5.7	24.5
	4	76	100.0	46.5	31.0	12.7	9.9	22.5
	5	57	100.0	46.3	37.0	5.6	11.1	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	62	100.0	12.5	53.6	19.6	14.3	33.9
	4	62	100.0	27.9	55.7	9.8	6.6	16.4
	5	74	100.0	34.8	36.4	15.2	13.6	28.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	57	100.0	30.2	35.8	26.4	7.5	34.0
	4	76	100.0	42.3	32.4	12.7	12.7	25.4
	5	57	100.0	31.5	46.3	13.0	9.3	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 428)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.3%	Up from 0.3%	2.8%	2.8%
Attendance rate	96.4%	No change	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	15.3%	Down from 24.5%	12.2%	10.4%
On academic plans	43.5%	N/AV	32.6%	33.6%
On academic probation	42.1%	N/AV	1.4%	1.0%
With disabilities other than speech	4.1%	Up from 3.7%	7.7%	7.5%
Older than usual for grade	0.0%	No change	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.1%	Down from 3.0%	0.0%	0.0%
Teachers (n= 26)				
Teachers with advanced degrees	69.2%	Down from 80.0%	54.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.3%	Down from 94.6%	88.3%	87.3%
Teacher attendance rate	94.0%	Up from 92.6%	94.9%	94.9%
Average teacher salary	\$44,507	Down 3.2%	\$42,944	\$42,485
Prof. development days/teacher	21.0 days	Up from 13.2 days	13.8 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 20.6 to 1	19.0 to 1	18.6 to 1
Prime instructional time	87.3%	Up from 86.2%	90.0%	89.7%
Dollars spent per pupil*	\$5,635	Down 9.2%	\$6,386	\$6,557
Percent of expenditures for teacher salaries*	69.7%	Up from 69.1%	64.7%	64.0%
Percent of expenditures for instruction*	71.0%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Limestone-Central is a school committed to promoting excellence while ensuring academic, personal, physical and social development for each child. Some of the specialized academic programs at Limestone-Central include Balanced Literacy with a focus on Guided Reading, writing across the curriculum, hands-on science, technology in the classroom, computer-assisted instruction, and Accelerated Reader. Our staff attends many hours of training to ensure that they are prepared to teach all students. High expectations for academic and social success are promoted every day through a rigorous curriculum driven by the South Carolina Standards.

Throughout the year we have assessed student progress and made appropriate changes in instruction in order to meet the needs of each individual student. We continually strive to move each and every student to higher levels of learning. Through our use of the Northwest Association's Measures of Academic Progress (MAP), we are able to accurately study strengths and weaknesses of each child in grades 2 through 5. Our task is to analyze where our students showed growth, why the growth occurred, and make research-based curriculum and instruction decisions so all of our students are academically challenged. By carefully studying the results of all available data, we are able to help our students reach their maximum potential.

Our staff is composed of very highly qualified individuals who work hard to provide rigorous daily instruction based on our state standards. These same individuals assist in providing opportunities for instruction beyond the regular school day. From September to April, we provided a Comprehensive Remediation after-school program for students in grades 3 through 5.

The 2005-06 school year was an active year for students, staff, and parents. The students and staff participated in several community service projects such as Relay for Life (American Cancer Society), Jump Rope for Heart (American Heart Association), Ready, Set, Roll (American Red Cross), and other various service projects.

Thank you for your support and for sharing the responsibility of the success of our students, school, and community.

Rick Wilkins, Principal

Carol Moss, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	55	45
Percent satisfied with learning environment	100.0%	96.4%	95.5%
Percent satisfied with social and physical environment	100.0%	88.9%	84.1%
Percent satisfied with school-home relations	91.7%	94.5%	88.6%

*Only students at the highest elementary school grade level at this school and their parents were included.